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ABSTRACT

This module provides guidelines for planning and implementing both written and oral cooperative agreements with business, industry, and labor. These guidelines will be of help to rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs in rural schools. Characteristics of formal and informal cooperative agreements are compared. Steps in the cooperative agreement planning/implementation cycle are presented: assessing needs, developing objectives, assessing resources, developing strategies and programming, implementing plans, assessing and monitoring progress, and evaluating outcomes. The importance of appointing a coordinator to arrange cooperative agreements for the guidance program is stressed. Materials provided in the module for participants include a list of responsibilites and qualifications of a coordinator, an outline of a comprehensive cooperative agreement, sources and kinds of information for evaluating cooperative agreements, a coordinator's checklist for community cooperative agreement program planning, a checklist for recognizing and neutralizing hazards and liabilities, and a module specific evaluation questionnaire. Covering different aspects of the same topic, the module underscores the close ties between cooperative relationships and community relations and involvement and may be combined with Module X. (NEC)

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Research and Development Series No. [redacted]

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

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Cooperative Rural Career Guidance System

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FOR RESEARCH IN VOCATIONAL EDUCATION
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149N

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE XIII: COOPERATIVE AGREEMENTS WITH BUSINESS, INDUSTRY AND LABOR

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series.* Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Cooperative Agreements with Business, Industry, and Labor," provides the guidelines for planning and implementing both written and oral cooperative agreements. It and other parts of the *Guide* should prove to be valuable assets for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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MODULE XIII: COOPERATIVE AGREEMENTS WITH BUSINESS, INDUSTRY AND LABOR (BIL)

Module Overview

Instructional Time

Approximately 2 hours

Module Description

Participants start out learning that cooperative relationships are a two-way street: school into community; community into school. Given definitions and possible outcomes, participants are then asked to recall and share their past experiences in this area. The purpose here is to demonstrate that most persons have been involved in cooperative relationships with organizations. Students and staff will be able to depend on cooperative activities as an integral part of the guidance program.

Using group participation and several handouts, experience is gained in producing a rough copy of a formal cooperative agreement. Attention is given to evaluating cooperative agreements. The module also underscores the close ties between cooperative relationships and community relations and involvement.

Note: This module may be combined with Module X: Community Relations and Involvement. Both modules cover different aspects of the same topic.

Goals and Objectives

The participants will:

Goal 1 Gain understanding of cooperative working relationships with other schools, as well as with business, industry and labor.

- Objective 1.1 Understand working definitions of formal and informal agreements.
- Objective 1.2 Understand the role of cooperative relationships in career guidance programs.
- Objective 1.3 Understand the role of cooperative relationships as they contribute to student learning.

Goal 2 Gain understanding and basic skill in the design of cooperative relationships.

- Objective 2.1 Delineate the scope of a given cooperative relationship.
- Objective 2.2 Generate criteria to identify logical participants.

Objective 2.3 Generate a sample cooperative agreement according to guidelines presented.

Objective 2.4 Know related activities needed to produce a successful ongoing series of cooperative agreements.

Agenda

5 min.	Introduction	Large Group Presentation	
10 min.	The Need for Planning	Large Group Presentation	XIII-5
15 min.	You and Cooperative Agreements	Large Group Activity	XIII-7
30 min.	Cooperative Agreements Underlying Concepts	Large Group Presentation and Discussion	XIII-9
45 min.	Writing a Cooperative Agreement	Large Group Presentation and Small Group Activity	XIII-15
15 min.	Evaluating Agreements	Large Group Presentation and Discussion	XIII-17
5 min.	Summary	Large Group Presentation	XIII-21

Module Evaluation

Several options are possible here. Participants could critique the sample cooperative agreements written during one of the activities. Critiques should cover the need for a formal agreement, completeness, hazard/liability coverage and appropriateness for intended grade level(s).

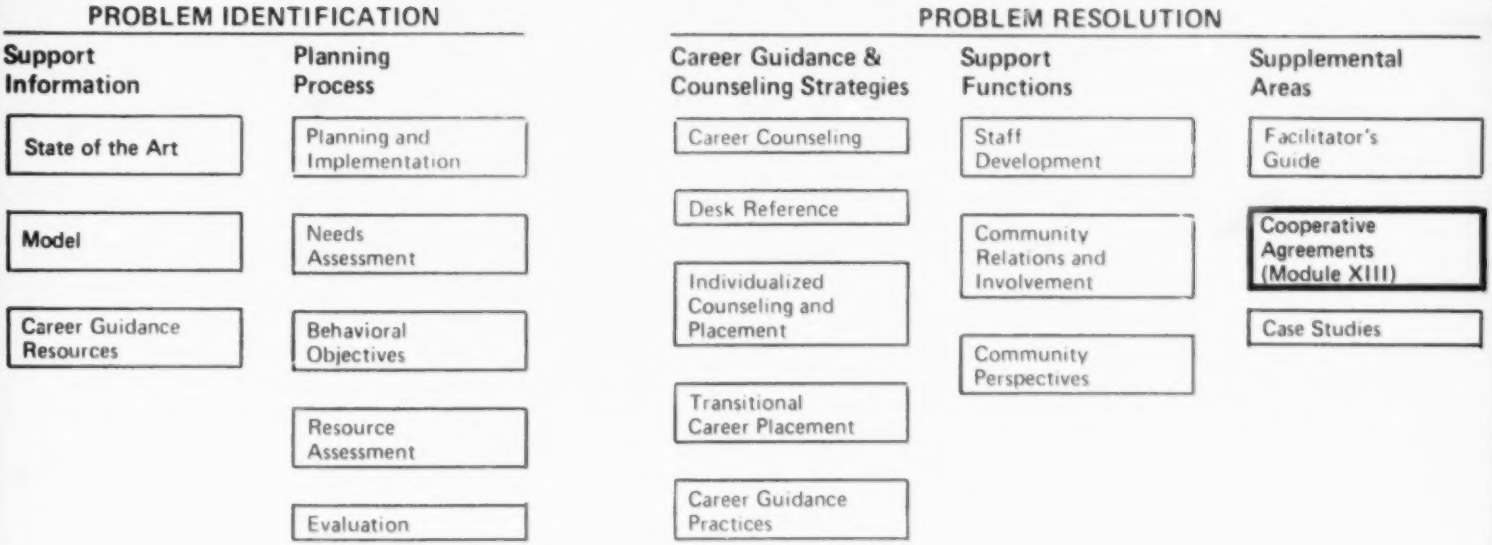
A quiz could be developed based on the outline for a comprehensive cooperative agreement. This probably should be an open-book test. Ninety-five percent of the participants should respond correctly to 85 percent of the questions. The majority of questions ought to concern matching the outlines to the planning and implementation cycle and to covering hazards.

If this module is used independently of others then the module-specific questionnaire found in the participant materials should be administered. If the presentation is a part of an extended (multiple-day) workshop, use the questionnaire contained in Appendix A.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



This module covers the concept of cooperative relationships between school and community. Specifically, it focuses on how rural and small schools can interact with three institutions that may be found in their local areas—business, industrial and labor groups. The handbook covered by this module, *Increasing Guidance Effectiveness Through School-Community Cooperation,* directly reflects the idea that the responsibility for delivering career guidance is shared by numerous individuals and groups—and is not just a school responsibility.

ACTIVITY TITLE: The Need for Planning

DURATION: 20 minutes

FACILITATOR OUTLINE	NOTES
A. Schools Working with the Community	
1. Explain that this module deals with how the school can better work with the community to improve a student's career development experiences.	
2. Indicate that the terms cooperative agreements and cooperative relationships will be used interchangeably in this presentation.	
3. Mention that cooperative agreements or relationships can be either formal and written or informal and verbal.	p. 2, *Increasing Guidance Effectiveness Through School-Community Cooperation*
Show the transparencies titled "Formal Cooperative Agreements," p. XIII-34 and "Informal Cooperative Agreements," p. XIII-35.	
4. Make the following points about agreements: • The goal of both formal and informal relationships with business, industry, and labor is to improve the career guidance of students. • Formal agreements are more likely to carry over from year to year. • Formal agreements can be evaluated more objectively because participants know more clearly what is expected of them. • Both formal and informal agreements are valuable. In many cases a formal agreement may be unnecessary or undesirable, e.g., when an activity will not be repeated, or when an activity is being tried for the first time. In such cases, goals and procedures may not be clear enough to be formalized. • Formal agreements are written not verbal. This is the most obvious distinction between formal and informal agreements.	

FACILITATOR OUTLINE	NOTES

B. Cooperative Agreements Between School and Community

Show the transparency titled "Cooperative Agreements: A Two-Way Street," p. XIII-36.

1. Explain that cooperative agreements can bring the school into the community and the community into the school.

2. Mention some ways in which individuals in the school can benefit from relationships with the community.

   - Students gain a broader knowledge of their community by having local community members share their knowledge.
   - The school's curriculum is enriched through cooperative relationships with the community.
   - Students receive realistic career development experiences through such activities as:
     - Shadow programs where students "shadow" a business, industry, or labor person.
     - Interviews of business, industry or labor programs.
     - Observations of work settings.

3. Suggest ways in which community members can benefit from relationships with the school.

   - They gain a greater understanding of the school's activities.
   - They can provide constructive input on how to structure portions of the school curriculum.
   - They have opportunities to become acquainted with students who are future members of the labor force.
   - The community as a whole can be improved through such activities as area beautification programs, community service projects, and city recreation activities.

ACTIVITY TITLE: You and Cooperative Agreements

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES
A. Experience with Cooperative Relationships	
1. Indicate that through the following activity, participants will get a feel for the types of cooperative agreements in which the group has been involved.	
Show the transparency titled "Experience with Cooperative Relationships," p. XIII-37.	
2. Ask participants to indicate by a show of hands if they have entered into one or more formal agreements shown on the transparency.	
Write the number in column 1.	
3. Ask participants to indicate if they have entered into any informal agreements.	
Write the number in column 2.	
4. Ask how many participants worked only with the class or group for which they were directly responsible when implementing the agreement.	
Record responses in column 3.	
5. Ask how many participants worked with more than their own group when implementing the agreement. It is immaterial whether other staff accompanied the group.	
Record responses in column 4.	
6. Ask what kinds of relationships were undertaken.	
Record answers in column 5. Indicate total number of responses at the top of the column.	

FACILITATOR OUTLINE	NOTES
B. Discussion 1. Lead a discussion on the results of the prior activity. Ordinarily, the following can be expected to occur: • No more than one column will equal total group membership, thus there is opportunity for more cooperative agreements. • Column 4 should show the possibility of greater intra-faculty cooperation. • Column 5 should be used to underscore the wide range of agreements it is possible to generate which will improve career guidance of students. 2. Summarize the group's responses. Indicate that the majority of educators have some familiarity with cooperative relationships. 3. Ask participants whether they would enter into cooperative relationships more frequently if they had more assistance or encouragement from someone with experience in the field. It is usually desirable to have a coordinator of cooperative relationships with business, industry and labor.	

ACTIVITY TITLE: Cooperative Agreements—Underlying Concepts

DURATION: 30 minutes

FACILITATOR OUTLINE	NOTES
A. Who Should Coordinate the Development of Cooperative Agreements?	
1. Indicate that one person should be the coordinator of a school's cooperative agreements.	
2. Explain that a coordinator can do the following: • Serve as a central clearinghouse for negotiating, writing and implementing cooperative agreements. • Relate to community members, staff, students, parents, in preparing agreements. • Coordinate the various activities so that – excess time demands will not be made on students, staff, community members. – as many students as possible will benefit. – a wide range of cooperative agreements to serve career development needs of all students (K-14) can be implemented.	
3. Have participants brainstorm about who in the rural school might act as coordinator.	
Possibilities include: • school principal • school counselor • guidance paraprofessional • coordinator/director of cooperative education program • vocational education teacher • placement coordinator • full-time cooperative agreements coordinator who could be shared among several schools or districts	
B. What Makes a Successful Coordinator?	
1. Have participants brainstorm about the responsibilities of a cooperative agreements coordinator.	p. 543, *Increasing Guidance Effectiveness Through School-Community Cooperation*

FACILITATOR OUTLINE	NOTES

Record responses on chalkboard. Refer participants to the handout "Responsibilities and Qualifications of a Coordinator," p. XIII-24.

2. Compare brainstormed list with the handout.

C. Why Have a Coordinator?

1. Have participants brainstorm on how the position of cooperative agreements coordinator would contribute to the efficiency of the guidance program.

Cues include:

- Prevents duplication of contacts with business, industry and labor.
- Improves business, industry and labor liaison.
- Establishes more systematic contacts with business, industry and labor.
- Establishes central, recognized contact person for business, industry and labor.
- Provides broader scope of relationships.
- Increases guidance and educational opportunities.
- Helps negotiate agreements which can develop other life roles in addition to occupations.
- Provides for broad community involvement.
- Meets student and school goals through:
  - good public relations
  - career exploration opportunities
  - relating school to work world
  - parental involvement
- Saves teachers' and counselors' time.
- Provides accountability.

2. Summarize the list participants generate.

D. How Are Cooperative Agreements Developed?

1. Explain that prior to developing cooperative agreements, the planning process outlined in Module II, "Initial Planning" should be considered.

See Module II.

Show the transparency titled "Cooperative Agreements Planning—Implementation Cycle," p. XIII-38.

FACILITATOR OUTLINE	NOTES
2. Indicate that students are in the center of the cycle because cooperative relationships benefit the students.	
3. Point out that the cycle: • has logical progression • allows for school/student needs • takes into account available resources • allows for revision and improvement of agreements	
4. Explain that each step in the planning cycle relates directly to a portion of a cooperative agreement.	
Refer to the handout titled, "Outline for a Comprehensive Cooperative Agreement," p. XIII-25.	
5. Discuss the points of the outline. • Need – Assessing needs. – The need or goal of the agreement should be stated. – The goal should be based on the needs identified in the student needs assessment. • Objectives – Developing objectives. – Objectives should be behavioral in nature. – Objectives should relate to the goal or need. • Participants/Linkages—Assessing Resources – Participants and linkages should be listed as specifically as possible. • Scheduling – Developing strategies and programming. – Timing should be relative to existing priorities of business, industry, labor, community agencies, and the school. – The experience should be scheduled so as to best reinforce learning. – Other constraints that should be considered include transportation availability, health and safety of students, and emergencies.	pp. 29-47, *Increasing Guidance Effectiveness Through School-Community Cooperation*

FACILITATOR OUTLINE	NOTES

- Financial Provisions
  - Developing strategies and programming.
  - Consider purchase or rental of special equipment or facilities for implementing the cooperative agreement.
  - Participant pay.
  - Reimbursement expenses.
  - Insurance.

- Making Agreements Official
  - Implementing.
  - Consider whether the agreement will be formal-written, informal-verbal, approved by superiors.

- Provisions for Follow-up and Change
  - Implementing.
  - Consider the responsibilities of coordinator and participants.
  - Consider how results will be evaluated.

- Evaluation
  - Evaluating outcomes.
  - Provisions should be made for ongoing evaluation (formative) and evaluation at the completion of the agreement (summative). In both types of evaluation the following should be considered:
    * Who and what is to be evaluated.
    * When evaluation will take place.
    * How evaluation will occur.

Refer participants to handout titled "Sources and Kinds of Information for Evaluating Cooperative Agreements," p. XIII-27.

  - Indicate how different types of evaluative information can be gathered.
  - Information from evaluation is used to improve future cooperative agreements.

6. Point out that not all cooperative agreements need the level of detail presented in the handout because not all are comprehensive. The four major levels of detail are listed below:

   - Formal—comprehensive (written and in depth).

   - Formal—limited (written but not in depth).

FACILITATOR OUTLINE	NOTES
• Informal—comprehensive (not written and in depth. This type of agreement is difficult to implement.) • Informal—limited (not written and not in depth). 7. Explain that it is helpful for the coordinator to have some type of checklist as a planning tool when developing cooperative agreements. Refer participants to the handout "Coordinator's Checklist for Community Cooperative Agreement Program Planning," p. XIII-28. 8. Discuss the need for taking potential hazards into account when planning cooperative agreements. Refer to the handout "Checklist for Recognizing and Neutralizing Hazards and Liabilities," p. XIII-29. • Taking potential hazards into acount early helps: – To prevent accidents. – To prevent misunderstanding about what will take place. – To provide insurance as protection if accidents do occur.	pp. 38-39, *Increasing Guidance Effectiveness Through School-Community Cooperation*

ACTIVITY TITLE: Writing a Cooperative Agreement

DURATION: 45 minutes

FACILITATOR OUTLINE	NOTES
A. Try Your Hand at Writing a Cooperative Agreement	
1. Explain that with the information just provided, participants will divide into small groups and develop their own cooperative agreements.	
Divide participants into small groups of 3 to 5 persons.	
2. Have each group decide upon the focus of its agreement. Sample activities include: A field trip A career day speaker A craft demonstration in school by a local resident An advisory committee member Tutorial services.	
Allow groups 30 minutes to develop their agreements using the handout "Outline for a Comprehensive Cooperative Agreement," p. XIII-25.	
B. Reporting on Agreements	
1. Ask a spokesperson from each group to report to the total group on what the agreement covered.	
2. Summarize similarities and differences of agreements.	

ACTIVITY TITLE: Evaluating Agreements

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES
A. Why.	
1. Indicate that because evaluation is often times neglected, extra time will be spent on it.	pp. 45-48, *Increasing Guidance Effectiveness Through School-Community Cooperation*
2. Point out that evaluation results can be used:	
• As one basis for determining whether an informal agreement becomes formal.	
• To determine the future courses of the effort.	
• To provide accountability.	
• To form an excellent basis for good public relations for the school.	
B. How do You Obtain Evaluation Information?	
Refer participants to the handout "Sources and Kinds of Information for Evaluating Cooperative Agreements," p. XIII-27.	
1. Mention the populations that can contribute information data:	
• Students	
• Staff	
• Parents	
• Community organizations (business, industry, and labor)	
• Other community representatives.	
2. Ask participants who should conduct the evaluation. Possible answers include:	
• Coordinator	
• Community representative	
• Other	

FACILITATOR OUTLINE	NOTES
3. Explain the types of evaluation data one may desire to obtain. The data would indicate: • Effectiveness of an activity. • How an activity or the program can be modified or improved. • Effectiveness of entire program. 4. Discuss ways evaluation data can be collected: • Charts • Written narrative • Summary of correspondence and other written materials • Illustrated notebook (include photos, letters, important records) 5. Discuss how evaluation data might be distributed: • Formal reports to – Board of Education – Administration – Faculty • Special presentations – School assemblies – Community meetings – Inservice and faculty meetings – Award ceremonies • Informal reports or presentations – Bulletin boards – School public announcement – School and community newspapers – Other media **C. How Is Evaluation Information Used?** 1. Indicate that the evaluator makes recommendations based upon reactions and suggestions received. 2. Mention that action is then taken to remedy problems.	

FACILITATOR OUTLINE	NOTES
3. Point out that positive evaluation results can help the program gain a solid backing of school and community support.	
Time permitting, as an option, have participants suggest ways in which the agreements they developed earlier could be evaluated. Ask them how they could show that the activity had an impact on students. What kinds of information would they need to demonstrate impact and how would they obtain that information?	

ACTIVITY TITLE: Summary

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES
A. Review of Cooperative Agreements Stressing: 1. Indicate that cooperative agreements are a help to the school and the community. 2. Mention cooperative agreements can be formal or informal. 3. Point out that planning must take place prior to implementing an agreement. **B. Several Key Points to Keep in Mind:** 1. If your district wants to have a full scale cooperative program with business, industry and labor, then someone must be responsible for coordinating the program. 2. Programs must be continually evaluated and updated. 3. Make certain that any potential hazards at the community site involved in the cooperative relationship are taken into account. 4. Close by noting that the handbook has hundreds of examples of cooperative agreements that schools throughout the country are currently using.	

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Responsibilities and Qualifications of a Coordinator	XIII-24
Outline for a Comprehensive Cooperative Agreement	XIII-25
Sources and Kinds of Information for Evaluating Cooperative Agreements	XIII-27
Coordinator's Checklist for Community Cooperative Agreement Program Planning	XIII-28
Checklist for Recognizing and Neutralizing Hazards and Liabilities	XIII-29
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently of others.)	XIII-30

RESPONSIBILITIES AND QUALIFICATIONS OF A COORDINATOR

1. Works closely with school staff and administration to determine needs of students and community for various cooperative agreements to enhance the career development of youth.

2. Works closely with school staff and administration to plan and implement cooperative relationships between schools and business, industry, labor, and governmental agencies, including other schools for the purpose of meeting career development needs of youth.

3. Arranges cooperative relationships with representatives of the external agencies listed above for the purpose of enhancing the career development of youth. Such cooperative relationships are based upon determined need.

   This includes holding both small and large group meetings of state, regional and local business, industry, labor and governmental groups to interpret school policies, school programs, student needs and problems relative to career guidance.

   This also includes negotiating, writing and implementing cooperative agreements with specific groups and individuals from the above populations. Particular attention is given to promoting the learning, career development, and safety of participants.

4. Interprets for school people current educational, skill and human resource needs of business, industry, and labor and assist educators at all levels in translating these needs into school program offerings.

5. Points out to labor leaders, business persons and industrialists possible tax deductions, credits and other benefits which they should investigate when providing volunteered services, money and equipment to schools.

6. Is familiar with public affairs or relations and marketing techniques in dealing with individuals, companies, nonprofit organizations, and the general public.

7. Serves as general liaison between the school and community relative to career guidance needs of students and the need for community involvement.

8. Arranges for and assists in at least annual program review and evaluation to be carried out by a disinterested third party or parties.

9. Discharges other duties as assigned by the school administration.

Desired Background of Coordinator

The individual should have experience in resource management as a leader or staff member of an educational institution or as a management person in business, industry, labor, or government. This person should demonstrate leadership qualities, and have a working knowledge of career development theory. This person should be comfortable in dealing with executives, understand industry, business and labor organizations and trade and professional associations and know what motivates these executives to become involved in public service. The individual should have had some experience in organizing such involvement and in writing news releases.

OUTLINE FOR A COMPREHENSIVE COOPERATIVE AGREEMENT

I. Need: ----------ASSESSING NEEDS

A. Based on:

1. Needs Assessment
2. Circumstances

B. To solve what problem

II. Objectives: – Outcome Oriented ---------- DEVELOPING OBJECTIVES

A. Behavioral in nature

B. Implementation

1. User priorities

a. primary
b. secondary

2. Level at which the agreement is to be implemented

III. Linkages/Participants: ----------ASSESSING RESOURCES

A. School(s)

B. Business, Industry, Labor, Community Organizations/Individuals

C. Student(s)

IV. Scheduling: ----------DEVELOPING STRATEGIES AND PROGRAMMING

A. Timing relative to priorities of:

1. Users
2. Business, Industry, Labor, Community Organizations/Individuals
3. School schedule

B. Timing relative to curriculum

C. Constraints

V. Financial Provisions:---------- DEVELOPING STRATEGIES AND PROGRAMMING

A. Purchase or rental

1. Equipment
2. Facilities

B. Pay

1. Students
2. Consultants or community representatives

C. Reimbursement

D. Insurance

VI. Making Agreements Official:----------IMPLEMENTING

A. Formal—written

B. Informal—verbal

C. Approval(s)

VII. Provisions for Implementation, Follow-up and Change: ----------IMPLEMENTING

A. Responsibilities

B. How evaluated

VIII. Evaluation: ----------EVALUATING OUTCOMES

A. Formative

1. Who and what evaluated
2. When evaluated
3. How evaluated

B. Summative

1. Who and what evaluated
2. When evaluated
3. How evaluated

Sources and Kinds of Information for Evaluating Cooperative Agreements

Name _____

Name of Specific Activity

Sources of Information	Kind of Information	Use of Information from All Sources in Decision Making					Suggested Means of Evaluation by Sources
		Excellent (Keep as is)	Good (Needs Attention)	O.K. (Modify)	Needs extensive modification	Terminate	
I. Students	• Personal reactions to activity relative to present career goals • Suggestions for Improvement						• Questionnaires-Evaluation Form • Class Discussion • Spot Check Interview by Coordinator—Unstructured • Student Comments—Informal
II. Staff	• Judgments of value activity relative to curricular area • Judgments relative to Guidance Function • Suggestions for Improvement						• Questionnaires-Evaluation Forms • In-service Program Discussion • Structured Interview of each staff person • Personal Interaction • Records of subsequent use of cooperative agreements
III. Parents	• Personal Reaction to activity relative to Needs of Child • Suggestions for Improvement						• Informal follow-up • Personal interaction • Spot check phone interviews • PTA discussion
IV. Community Representatives and Organizations	• Personal Reaction to activity • Organization Reaction • Judgment of Value of activity to: –Organization and its Participant(s) –Students –School • Suggestions for Improvement						• Questionnaires-Evaluation Form • Structured Interview of each participant • Personal Interaction • Records of subsequent participation in program • Evidence of shifts in Emphasis/ Participation
V. Coordinator	• Administer, Analyze, and Interpret Evaluation to: –Participants –Administration –Board of education –General public	Make recommendations relative to program maintenance, change, cancellation on the basis of the above inputs					• Record Information suggested above and use as many strategies suggested as feasible • Record reactions, comments, & suggestions from Sources I, II, III, IV to make recommendations concerning retention, change or cancellation of program and/or activities • Use results to analyze, interpret & make recommendations relative to programs and/or activities • Use of multiple means of evaluation is highly recommended

COORDINATOR'S CHECKLIST FOR COMMUNITY COOPERATIVE AGREEMENT PROGRAM PLANNING

1. Collect and organize materials related to career guidance designed to increase understanding of the program.

2. Identify methods for obtaining support for program development and implementation.

   Publicity contests — Town meeting

3. Identify and implement a method of assessing student and/or adult career development needs.

   Person responsible — Estimated cost
   Time allowed for completion

4. Develop career guidance program behavioral objectives.

   Person responsible — Estimated cost
   Time allowed for completion

5. Identify available materials for implementing a comprehensive career guidance and counseling program.

   Person responsible — Estimated cost
   Time allowed for completion

6. Identify possible barriers to program planning and delivery and consider methods of overcoming resistance.

   Informative strategies — Coercive strategies
   Persuasive strategies

7. Outline management techniques to be used in implementing career guidance objectives.

   Planning forms and checklists — Budget controls

8. Assign responsibilities for coordinating various program development procedures.

   Assessing needs — Assessing resources
   Developing objectives — Evaluating outcomes

9. Identify consultants required for assisting in program development and the length of time for which their assistance would be required.

10. Prepare budget for total program development and implementation.

11. Develop and implement evaluation procedures.

    Person(s) responsible — Estimated cost
    Time allowed for completion

12. Prepare year-end report summarizing accomplishments and developing recommendations for future program development.

Checklist for Recognizing and Neutralizing Hazards and Liabilities

For: _____
Title of Agreement

Hazard/Liability	Means of Neutralizing
Injury on site to individual students	☐ Require individual school insurance for student participants
	☐ Provide group liability insurance for school staff on and off school premises
	☐ Provide protective equipment, e.g., safety glasses, hard hat
	☐ Be certain that community agency has proper insurance for visitors
Injury in travel to individual/groups	☐ Require use of official school vehicles
	☐ Try to prevent use of parent car pools for transportation and require proof of proper insurance held by parents
	☐ Require parental permission for travel and site visitation and/or work experience
Violation of employee/union contracts	☐ Be certain that unions, etc., are aware of nature of cooperation and that contracts are not violated
	☐ Initiate personal contact with shop steward or other representative
Occupational Safety & Health Administration (OSHA) Law	☐ Provide or arrange for appropriate safety precautions/equipment
	☐ Understand applicable provisions of OSHA Law
Health hazards in some occupations	☐ Use speakers, movies and other presentations rather than direct experience
	☐ Use safety precautions provided for workers in field
	☐ Avoid direct contact
General	☐ Obtain legal view of agreements to be sure students, staff, community agencies and individuals are protected from hazards and/or liability
Additional (Specify)	☐ Action Taken:

_____	_____
Coordinator's Signature	**Community Representative's Signature**
_____	_____
Name of Coordinator (Typed or Printed)	**Name of Community Representative (Typed or Printed)**
_____	_____
(Date)	**(Date)**

RURAL AMERICA SERIES

Module Questionnaire: Cooperative Agreements with Business, Industry and Labor (BIL)

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the role of a coordinator of cooperative agreements.	
1	2	3	4	Increased understanding of the components of a cooperative agreement.	
1	2	3	4	Developed skills in writing cooperative agreements.	
1	2	3	4	Increased understanding of how to evaluate cooperative agreements.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Formal Cooperative Agreements	XIII-34
Informal Cooperative Agreements	XIII-35
Cooperative Agreements: A Two Way Street	XIII-36
Experience with Cooperative Relationships	XIII-37
Cooperative Agreements—Planning Implementation Cycle	XIII-38

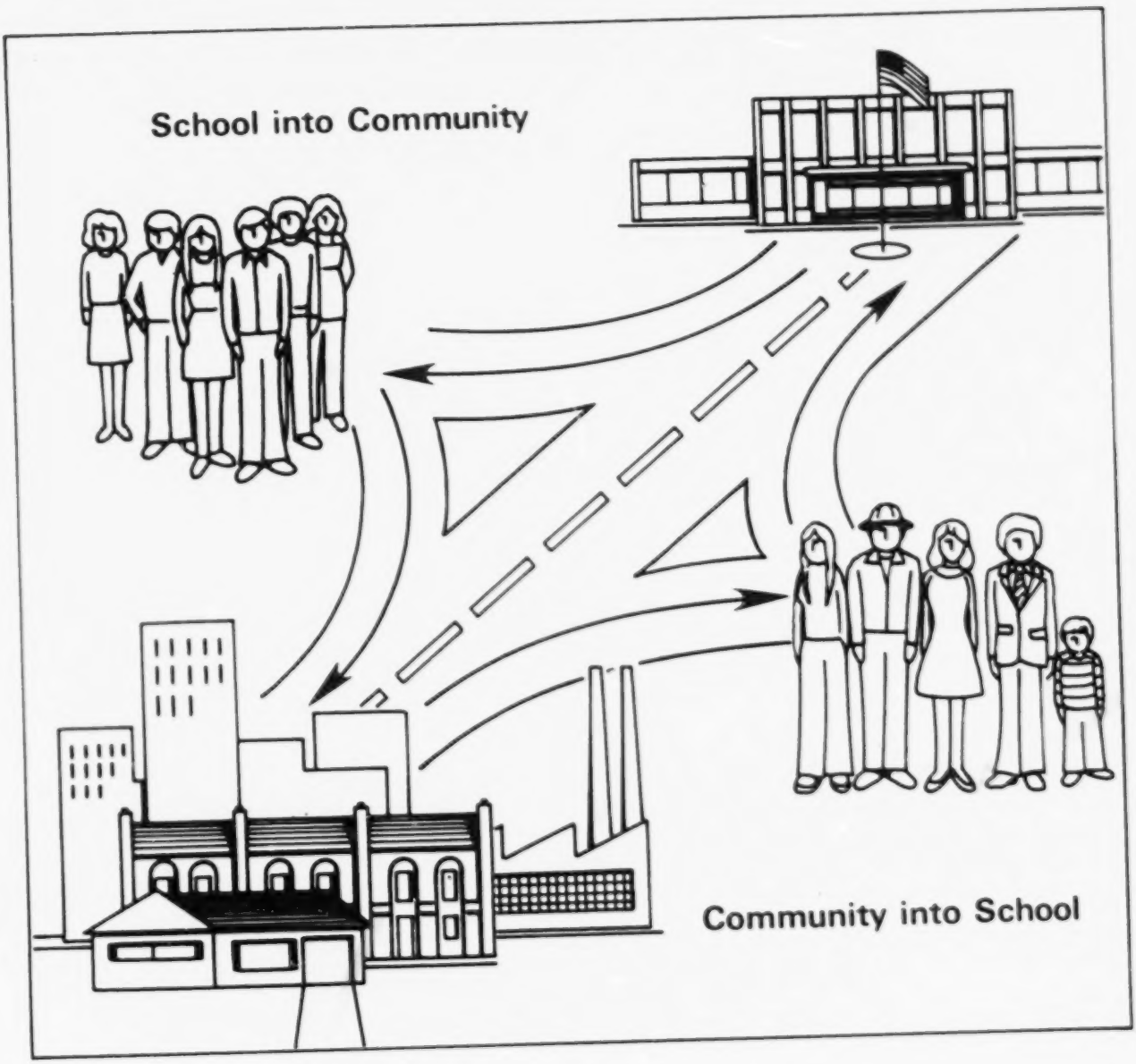
FORMAL COOPERATIVE AGREEMENTS

- WRITTEN
- CONTINUE FROM YEAR TO YEAR
- GOALS CLEARLY DEFINED
- PROCEDURES CLEARLY PRESENTED

INFORMAL COOPERATIVE AGREEMENTS

- VERBAL
- OFTEN SHORT TERM
- GOALS MAY NOT BE PRECISE
- CONTINUATION OPTIONAL

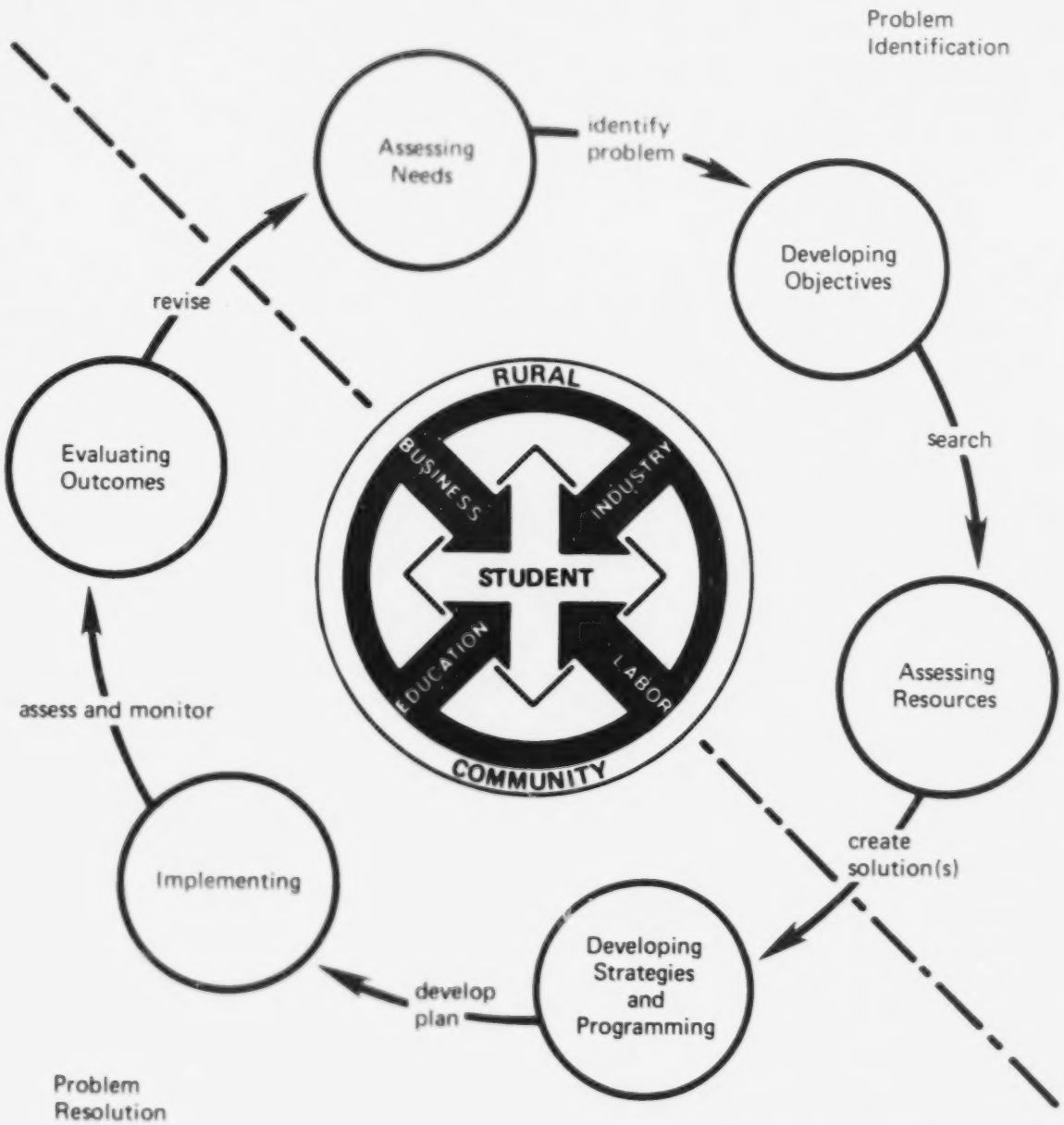
Cooperative Agreements: A Two-Way Street



EXPERIENCE WITH COOPERATIVE RELATIONSHIPS

1	2	3	4	5
Formal Agreements	Informal Agreements	W/Own Class/ Group	W/2 or More Groups	Kinds of Relationships
Number _____	Number _____	Number _____	Number _____	Number _____ Field Trips _____ Career Days _____ Advisory Groups _____ Work Experience _____ Employment Information _____ Community Service _____ Other _____
Total Group Membership _____				

Cooperative Agreements Planning-Implementation Cycle



SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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